**The Kindergarten Core and MORE Instruction Checklist**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Lesson Plan for Kindergarten Envisions Comparing Numbers lesson 6-5: Problem Solving  By Mary Susan Johnson and Suzanne Harris | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Review vocabulary for this unit with a word bank: words in a box and pull a word out and let the kids tell what the word means. | |
| **BUILDING A FOUNDATION** (5 MINUTES) | |
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| **WHOLE GROUP INSTRUCTION: Concrete** (10 MINUTES) | |
| Review “one more and two more” with kids in a hula hoop | |

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| **SCAFFOLDED INSTRUCTION: Representational** (10 MINUTES) |
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| **Independent Practice: Abstract (15 minutes) during centers** |
| This lesson comes at the end of the unit. Children should understand concepts and be ready to apply understanding with concrete, representational and abstract. problems Review with I do, we do, you all do, you do:  After modeling for students, whole group practice and buddy practice children are ready for independent practice.  Use laminated cards with pictures and a sentence. Children will use counters to create the new set with “one more” then write the numeral on the blank in the sentence. |
| **FORMATIVE ASSESSMENT** (5 MINUTES) |
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